DOCUMENT RESUME

ED 072 716 FL 004 132

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TITLE	Content Analysis Schedule for Bilingual Education Programs: Santa Barbara County Bilingual Project.
INSTITUTION	City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
PUB DATE	Jun 72
NOTE	56p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Biculturalism; *Bilingual Education; Cognitive Development; *Content Analysis; Curriculum Design; Educational Finance; Elementary Grades; *English; Kindergarten Children; Learning Theories; *Mexican Americans; Program Costs; Program Evaluation; Self Esteem; Sociolinguistics; *Spanish; Student Grouping; Tutoring
IDENTIFIERS	California; *Project BEST; Santa Barbara

ABSTRACT

This content analysis schedule for Santa Barbara County Bilingual Project presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are additional information on the training of the project and school staffs; materials selected for use in the instructional program; and the community, district advisory council, and parent programs. (SK)

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Project # 200
Santa Barbara, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 072716

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

2nd year data verified by project

___✓___ Initial Proposal

___✓___ 2nd Year Continuation

_____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit	✓		

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 200

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Dick Hess Date 6/72

0.2 Name of Project Santa Barbara County Bilingual Project

0.3 Address of Project 4400 Cathedral Oaks Road

Santa Barbara, California 93105

0.4

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.IOK funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1

0.3 Location of Project

Santa Barbara, California 93105

0.4

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - (1969)
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 (1)-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 1

2.6 Concurrent program cooperating with Title VII involves: 2.6 1,2
(1)-early childhood (pre K + K)
(2)-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,4
(1)-local (4)-federal (specify) NDEA III B; ESEA Title I
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 $ 79,864

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $ 91,889

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 4

1-one (4-four districts) 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A ~~161~~ C 70,
B. Second year B
C. Third year C Chart C

Xerox 2a

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	
(K)-Kndgtn	3 C, p.9
PSK 45 TOTAL NO. students PS and K C, p.5	

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B TOTAL students gr. 7-9	

4.3 PSK
A
B
C

(1)-grade 1	3	C, p.9
(2)-grade 2	3	
(3)-grade 3	3	
(4)-grade 4	3	
5-grade 5		
6-grade 6		
A 116 TOTAL students gr. 1-6 C, p.5		

10-grade 10		
11-grade 11		
12-grade 12		
C TOTAL students gr. 10-12		

4.4 1-~~all~~ some classes graded 4.4 1,3
2-All classes ungraded
3-Some classes ungraded Final Audit p.5
If ungraded, specify ages or grades grouped together: K--1; 2--4

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 148 Mexican-American C 70, p.5 Sec 3	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 8 Anglo 5 Black
	I Total Non-English	II Total English

5.0		No.	%
NE dom N-EMT	I	148	92
E dom NEMT	II_1		
E-Dom EMT	II_2	13	8
	Total	13	8

(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	3 C, p.9
PSK	45 TOTAL NO. students PS and K C, p.5

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
D	TOTAL students gr. 7-9

4.3 PSK
A
B
C

1-grade 1	3	
2-grade 2	3	C, p.9
3-grade 3	3	
4-grade 4	3	
5-grade 5		
6-grade 6		
A	116 TOTAL students gr. 1-6 C, p.5	

10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

4.4 1-~~All~~ some classes graded
2-All classes ungraded
3-Some classes ungraded Final Audit p.5
If ungraded, specify ages or grades grouped together: K--1; 2--4

4.4 1,3

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
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	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 148 Mexican-American C 70, p.5 Sec 3	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT 8 Anglo 5 Black
	I Total Non-English Dominant: 148	II Total English Dominant: 13

5.0		No.	%
NE dom NEMT	I	148	92
E dom NEMT	II_1		
E-Dom EMT	II_2	13	8
Total E-Dom II= II_1 + II_2		13	8

Goal: project will increase potential for success of children whose dominant lang. is Spanish 160=Spanish dom? C 70, p.9 ~~X e K o X~~ 2a

KEY:

	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E. speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

Question 4.0 and 5.0 2a

SECTION C - TOTAL PROJECT PARTICIPANTS (Continued)

2. Additonal Project Data

a.	Total student participation	Number	161
b.	Staff engaged in inservice training	Number	18
c.	Adults	Number	50
d.	Total number of project participants (a through c)	Number	229
e.	Percent of target group members whose dominant language is not English and who come from low-income families	Percent	21% Guadalupe, 27% Vista del Mar, 10% Carpinteria
f.	Projected per-pupil cost for 1st, (2nd) 3rd, 4th or 5th year (circle relevant year)	Cost	$1,131.14
g.	Estimated percentage of target group which is:		
	Rural (fewer than 2500 inhabitants)	Percent	100%
	Urban (more than 2500 inhabitants)	Percent	
h.	Estimated percentage of children from migrant families	Percent	3%

SECTION D - PARTICIPATING SCHOOLS

Names of Participating Schools	Location of Schools	Grade* Level	Participation (Number)	
			Classes	Students per Grade Level
Aliso	Carpinteria	K		17
Vista del Mar	Vista del Mar	K		8
Obispo Street	Guadalupe	K		20
Aliso	Carpinteria	1		17
Vista del Mar	Vista del Mar	1		6
Main Street	Guadalupe	1		21
Aliso	Carpinteria	2		8
Vista del Mar	Vista del Mar	2		8
Main Street	Guadalupe	2		23
Aliso	Carpinteria	3		9
Vista del Mar	Vista del Mar	3		5
Guadalupe Union	Guadalupe	3		3
Aliso	Carpinteria	4		6
Vista del Mar	Vista del Mar	4		3
Obispo Street	Guadalupe	4		7

* Organization of classes is on a pull-out multigrade level basis of up to 1/2 day of bilingual instruction and varies among the three districts.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
(B1) Mexican-American	B1	148	92 %	X
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
(B) TOTAL No. of Spanish-speaking Americans	B	148	92 %	X
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		.....	..... %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

(E1) Anglo	E1	8	5 %	.....
(E2) Black	E2	5	3 %	.....
II TOTAL number of EMT students other than target population		13	8 %	X

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 none

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

B1	Mexican-American	B1	148	92 %	X
B2	Puerto-Rican	B2	.....	..... %	.....
B3	Cuban	B3	.....	..... %	.....
B4	Other Spanish-American (specify)	B4	.....	..... %	.....
B	TOTAL No. of Spanish-speaking Americans	B	148	92 %	X
C	Portuguese-American	C	.....	..... %	.....
D	Franco-American	D	.....	..... %	.....
F	Chinese-American	F	.....	..... %	.....
G	Eskimo	G	.....	..... %	.....
H	Russian	H	.....	..... %	.....
J	Other	J	.....	..... %	.....
I	TOTAL number of N-EMT target students		.....	..... %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1	8	5 %	.....
E2 Black	E2	5	3 %	.....
II TOTAL number of EMT students other than target population		13	8 %	X

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 none

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 13	English	8	13	.....	100	.....	.....	.....	.....	.....
A	American Indian	...	.....	.....	.....	.....	.....	.....	.....	.....
A1	Navajo	...	.....	.....	.....	.....	.....	.....	.....	.....
A2	Cherokee	...	.....	.....	.....	.....	.....	.....	.....	.....
A3	Keresan	...	.....	.....	.....	.....	.....	.....	.....	.....
A4	Other (spec.)	...	.....	.....	.....	.....	.....	.....	.....	.....
B 148	Spanish	92	46	.....	33	.....	102	.....	.....	67
C	Portuguese	...	.....	.....	.....	.....	.....	.....	.....	.....
D	French	...	.....	.....	.....	.....	.....	.....	.....	.....
F	Chinese	...	.....	.....	.....	.....	.....	.....	.....	.....
G	Eskimo	...	.....	.....	.....	.....	.....	.....	.....	.....
H	Russian	...	.....	.....	.....	.....	.....	.....	.....	.....
J	Other (spec.)	...	.....	.....	.....	.....	.....	.....	.....	.....

5.6 Recruitment of Students: 5.6 3 C, p.35 (See Xerox for criteria for selection)
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
(3) - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language) See attached Xerox for 1970 Selection. 4a

5.7 Proportion of Indian pupils in project area: see Chart C 5.7 83%
n.s.- not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 4
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. NS
B. Average family income, if mentioned B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 3%
(Indicate specific percent)
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included. 6.2 I NS
II NS

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

5.8 Community characteristics (mark all that apply) — 5.8 4
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
(4) - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. NS
B. Average family income, if mentioned — B. NS
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) — 5.10 00
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) — 5.11 3%
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: — 6.1 I 0, II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I NS, II NS

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check ~~x~~ parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always — 6.3 A NS, B ..... C .....

	USE NON-ENGLISH LANG.				USE ENGLISH			
DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	.....	———	.....	.....	.....	.....	.....	.....
2 Church	.....	.....	.....	.....	.....	.....	.....	.....
3 School	.....	.....	.....	.....	.....	.....	.....	.....
4 Work	.....	.....	.....	.....	.....	.....	.....	.....
5 Socializing	.....	.....	.....	.....	.....	.....	.....	.....
6 Neighborhood	.....	———	.....	.....	.....	.....	.....	.....
7 film-TV-radio	.....	.....	.....	.....	.....	.....	.....	.....
8 Magazines, news	.....	.....	.....	.....	.....	.....	.....	.....
9 Others (specify)	.....	.....	.....	.....	.....	.....	.....	.....

RENT: 5. ontinued) Question 5.6 — 4a

Timeline for Title VII Eval. p. 21

DESCRI. .ON OF EXPECTED BEHAVIOR

1970 selection

PROCESS . .VES:

f. .owing process objectives will accomplish product ..jectives #5-1. . preceding pages.

-12.

a. The project director will survey, review, analyze, and obtain tests based on criteria established for the selection of students and project student performance objectives.

b. The bilingual teachers assisted by the classroom aides and the school selection committee will develop lists of potential students who meet project and guideline criteria, administer the Dailey Test of Language Facility in Spanish and English and assist in the selection of approximately 160 students for the project on or before October 1, 1970.

c. The project director will approve selection of approximately 160 students to participate in bilingual instruction by 10/5/70.

academic year.

CRITERIA FOR THE SELECTION OF

CHILDREN INTO THE BILINGUAL PROGRAM

tests based on criteria established for the selection of students and project student performance objectives.

b. The bilingual teachers assisted by the classroom aides and the school selection committee will develop lists of potential students who meet project and guideline criteria, administer the Dailey Test of Language Facility in Spanish and English and assist in the selection of approximately 160 students for the project on or before October 1, 1970.

c. The project director will approve selection of approximately 160 students to participate in bilingual instruction by 10/5/70.

academic year.

CRITERIA FOR THE SELECTION OF CHILDREN INTO THE BILINGUAL PROGRAM

1. Little or no knowledge of English as determined by:
   a. Regular teacher observation
   b. Bilingual teacher observation and conversation
   c. English Oral Capacity Test
   d. Spanish Oral Capacity Test
2. Some of the children must be from low income families to qualify according to guidelines.
3. Must have minimal intelligence as measured by at least one standardized test.
4. Older brothers/sisters who attended the school did not work up to capacity because of bilingual problem.
5. Parents are willing to participate in the program. Amount and type of involvement to be determined.

Criteria "4" and "5", which are intended to be used when requests for program participation are greater than the number of student openings available, have not been needed up to this time.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2 II ____

	I N-EMT	II EMT	
1-inferred by use of surname	____	____	
2-established by formal testing of students	X	____	See p.4 (previous page)
3-assessed by informal means (specify how)	____	____	Attached Xerox 4a
4-not mentioned how language dominance was determined	____	____	

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 NS

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 NS
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 NS
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 NS
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 NS
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 NS
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

I. X Language dominance not specified (if any information is not specified, cross out that
X Mother tongue not specified

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 NS

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 NS

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 NS

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)..... — 6.9 NS

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 NS

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N= *	N=
II_1 E Dom NEMT	N=	N= 6

A Total Number Monolingual ..... (B) Total Number Bilingual 6

Total Number of Teachers N 6....one teacher is a Resource teacher

7.1

		No.	%
I	A	___	___
I	B	....	....
II	A	....	....
II	B	....	....
II_1	A	___	___
II_1	B	6	100
A		___	___
B		6	100
N		6	

*predominantly Anglo p.355 C 70

See Xerox 5a

Question 7.0

5a

MAJORITY OPINIONS AS EXPRESSED ON QUESTIONNAIRE
(Public and Private Agencies and Parents)

Question: Is there anything in the present school approach which contributes to the learning difficulties of Mexican-American students?

I. Teachers lack understanding of the Mexican-American culture.

A. There is discrimination. Some teachers lack the understanding of family problems that at times make it difficult for a child to function in the classroom.

B. Teachers become impatient and show their dissatisfaction to students who do not speak English.

C. Teachers lack the time and money to learn Spanish and the Mexican-American culture. They need to know these things to work effectively with Mexican-American students.

D. Mexican-American students have to live one way at home, and another way at school. The conflict is psychologically damaging.

∴ Schools should train teachers to help the Mexican-American student overcome his educational handicaps.

A. There's a predominance of Anglo teachers.

B. More bilingual teachers and assistants are needed.

C. There's a lack of iniative on the part of administrators to try new programs.

∴ Bilingual Aides should be used more effectively.

A. Their "unique expertise" should be used to bridge the gap between the two cultures, rather than their talents being used as errand girls, junior truant officers and odd-job hirelings.

∴ Permanent provision for adequate instruction in English to all Spanish-speaking students is needed.

Usually operate in English--because of English speaking society; All have Spanish as 1st lang--all are bilingual-use Spanish whenever it is needed.

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified (Spanish)
3. ____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II E Dom 1 N-EMT		8

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II A 1	—	—
II B 1	8	100
A	—	—
B	8	100
N	8	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	8	8

Bilingual aides per student 3-112 A '69, p.26

Cont. 70, p.11

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

II E Dom EMT

II E Dom N-EMT 8

II A
II B
II A
II B 8 100

A
B 8 100
N 8

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	8	8

Bilingual aides per student 3-112 A '69, p.26

Cont. 70, p.11

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

(2)-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: (Mark all that apply) 7.4 2

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

(2)-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
MA	6	100	MA	8	100	Lebanese-American	Anglo	1	

0-not specified

7.6 Selection of N-EIT teachers from local community
0-not specified
Number of N-EIT program teachers from local community .... 7.6 No. 0 % 0
and % ____ of total N-EIT teachers.

7.7 Number and Proportion of teachers and aides of same cultural background as N-EIT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. % A 6 100 B 8 100

Bilingual aides per student 1-28
Bilingual teachers per student 1-37
A '69, p.26

A = teachers
B = aides

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 ____ no.'s 2,3,5,6,9,10,14,15

n.s.-qualifications not specified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2) 5 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
(3) 3 previous teaching through N-EIT (in country where it is a native language, in Peace Corps) native-like competence
4. ... previous teaching in local area/live in the community
(5) 3 courses in N-EIT language structure and usage/ linguistics or FL trainin
(6) 3 courses in N-E literature/ or literacy in Spanish
7. ... must be bilingual
8. ... any previous education through N-EIT/content of courses learned through N-EIT
(9) 2 courses in teaching ESL/audio lingual approach
(10) 3 courses in methods of teaching N-EIT language/language development
11. ... courses in methods of teaching content (e.g. math)in N-EIT
12. ... certification in ESL/or experience teaching ESL
13. ... certification in teaching N-EIT
(14) 4 cross cultural courses
(15) 4 courses in the cultural heritage, values, deep culture of N-EIT or travel
16. ... other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 1,2,3,4,6 C p.35 see
B 1,2,3,4,6 p.79 Xerox
7a, 9b

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	X	X
(1)-English as their second language	X	X
(2)-The teaching of English as a second language	X	X
(3)-X as their second language	X	X
(4)-The teaching of X as a second language		

See Xerox

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 _____ no.'s _____

2,3,5,6,9,10,14,15

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
(2) 5 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
(3) 3 previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like competence
4. ___ previous teaching in local area/live in the community
(5) 3 courses in N-EMT language structure and usage/ linguistics or FL trainin
(6) 3 courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through N-EMT
(9) 2 courses in teaching ESL/audio lingual approach
(10) 3 courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
(14) 4 cross cultural courses
(15) 4 courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A ~~1,2,3,4,6~~ _____ C p.35 see
B ~~1,2,3,4,6~~ _____ p.79 Xerox
7a,
9b

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
		See Xerox
n.s.-Training indicated, but nature not specified	X	X
(1)-English as their second language	X	X
(2)-The teaching of English as a second language	X	X
(3)-X as their second language	X	X
(4)-The teaching of X as a second language		
5-Methods of teaching other academic subjects	X	X
(6)-Methods of teaching other academic subjects in X language		

8.2 Stated goals of teacher training are: 8.2 I 1,3,4,5,6,7,9,10 II ~~1,3,4,5,6~~,7,9,10

	Students I N-EMT	Students II EMT
(1)-Understanding of socio-cultural values and practices of	X	X
2-Cross-cultural training		
(3)-Sensitivity to ethnocentricism and linguistic snobbery	X	X
(4)-Awareness of the social-emotional development of	X	X
(5)-Strategies for accomodating the different learning styles of	X	X
(6)-Strategies for cognitive development of	X	X
(7)-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
(9)-Formulation of pupil performance objectives	X	X
(10)-Methods of evaluation of pupil performance objectives	X	X

List specific courses if given (or Xerox and attach)

Question 8.0 7a

STAFF DEVELOPMENT

6.0 Train project and school staffs

The director and/or designated project staff members and consultants will train each member of the project staff in the understandings of and the attitudes and skills required for respective positions and will train the relevant regular school staff in the understanding of and the attitudes and skills which will assist and support the bilingual program.

The effectiveness of the training will be measured by:

(1) An assessment of the on-the-job performance of the staff based on an evaluation scale administered by the project director and/or school principal and/or the resource teacher, evaluating independently and incorporating evaluation findings to supplement each other.

(2) By the administration of written questionnaires to the participants in the training immediately after the training and semi-annually. The questionnaires will be designed to assess the extent to which participants are able to express the objectives and content of the training and the extent to which participants value the training in relation to its application to their respective positions. Returns which indicate approximately 70% positive perceptions and accuracy will be considered as reflecting satisfactory results.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 2,3

1-courses
(2)-experiential, teaching supervised by master teacher
(3)-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups see Xerox 8a
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: (1)-yes 0- not mentioned 8.4 1

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 no
How? (specify) .....

8.6 Paraprofessional's role: 8.6 1,2,3,4,6,9

(1)-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
(4)-clerical
5-contributing to bicultural component
how ? .....
(6)-liaison with parents
(9)-assist in teaching See Xerox attached 8b,c

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 7,9
(mark all that apply) B 7,9,11

	A for teachers	B for aides
0-not specified	.....	.....
1-University faculty	.....	.....
2-project's Master Teachers	.....	.....
3-project's teachers	.....	.....
4-other (specify)	.....	.....
(7)-Project Director	X	X

(9)--guest consultants-Final Audit, p.12; A & B
11--bilingual teachers; B only
see Xerox 8b,c

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1	NS
2-bicultural	___	___
3-N-MT (specify background)	___	___

8.9 Training is provided: 8.9 1,2
1-during a summer session Final Audit p.13
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 4

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) .....

B (indicate no. of hours)
5 ..... weekly
6 ..... monthly
7 ..... bi-monthly
(4)------specifically designed to meet teachers needs; most teachers inexperienced in all areas & materials

B 5 ___
6 ___
7 ___

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
	1	100

... if specified descriptively, indicate:

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 no

8.6 Paraprofessional's role: 8.6 ~~1,2,3~~,4,6,9

(1)-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
(4)-clerical
5-contributing to bicultural component
how ? _____
(6)-liaison with parents
(9)-assist in teaching See Xerox attached 8b,c

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 7,9
(mark all that apply) A for teachers B for aides B 7,9,11

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___
(7)-Project Director	X	X

(9)--guest consultants-Final Audit, p.12; A & B
11--bilingual teachers; B only
See Xerox 8b,c

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1		
2	___	NS
3	___	___

1-bilingual
2-bicultural
3-N-EMT (specify background)

8.9 Training is provided: 8.9 1,2
1-during a summer session Final Audit p.13
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A 4
B 5
6
7

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly
(4)------specifically designed to meet teachers needs; most teachers inexperienced in all areas & materials

8.11 Number and Proportion of teachers attending training: 8.11 no. 1 % 100
or: if specified descriptively, indicate:

0-not specified
(1)-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply) 9.1 13
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____
(13)-Assessed but not determined how C p.79

Question 8.3

6.0 TRAINING OF PROJECT AND SCHOOL STAFFS

6.1 Assign responsibility for training program.

The project director will be responsible for the training program and will have the assistance of a training consultant through the planning, implementation, and evaluation of the training program. They will work in cooperation with the school principal.

6.2 Plan training program.

The project director, working with the training consultant and the school principal, will develop a training program that will cover each of the staff positions and each of the five subject areas: Language arts (dominant language), Language arts (second language), Mathematics, Social science/culture, and English as a second language.

The planning will include the following steps:

6.2.1 Establish level of skills, knowledge, and attitudes required for each position.

6.2.2 Assess present skills, knowledge, and attitudes of staff.

6.2.3 Analyze discrepancies between requirements and present levels.

6.2.4 Determine and establish training requirements.

6.2.5 Determine training content.

6.2.6 Determine most appropriate method and system of delivery.

6.2.7 Develop training package (curriculum methodology, handouts).

6.2.8 Determine and obtain personnel required for implementing package.

6.2.9 Determine and obtain facilities, materials, and equipment.

6.2.10 Schedule training.

(2) Education: Bachelor's degree in education, foreign language or related field.

(3) Credential: Valid California Elementary Teaching Credential.

(4) Knowledge and abilities:

(a) Fluency in Spanish and English and ability to communicate and work effectively with students, project and school staff, and community groups in both languages.

(b) Bicultural background, preferably Mexican-American.

(c) Belief in the philosophy of bilingual education.

(d) Ability to supervise classroom aides.

(e) Knowledge of and ability to apply learning theory.

(f) Understanding and knowledge of the culture and problems of disadvantaged groups.

(g) Ability to carry out the instructional program, work with individual student differences, and facilitate student progress.

(h) Ability to relate to and work well with all segments of a pluralistic society, as well as project staff and regular school staff.

4. CLASSROOM AIDE 8.6 Role of Aide

a. Brief description of responsibilities:

The classroom aide will assist the bilingual teacher in carrying out the student instructional program.

b. Principal duties:

(1) Assist in the selection and testing of students, diagnosis of student needs, development of appropriate teaching methods,

and implementing the instructional program.

(2) Assist in carrying out the student instructional program by (a) working on assigned tasks with individual students and/or small groups of students in Spanish and English, (b) assisting children between classrooms and on the playground, (c) preparing student materials.

(3) Make recommendations for the improvement of the instructional program.

(4) Participate in orientation, in-service training and on-the-job training programs.

(5) Assist in the surveying and selection of materials.

(6) Assist in the coordination of home-school activities.

(7) Act as a translator with school personnel, students and parents.

(8) Assist in the maintenance of student and project records including baseline data, student profiles, student progress, material and teaching method effectiveness.

(9) Assist with parent conferences.

(10) Assist in the development of the project continuation proposal.

(11) Assist in target school inventory and distribution of materials.

(12) Be aware of and support policies and procedures of the district and the target school.

c. General guidance and supervision for the position:

The classroom aide will work under the direct supervision of the bilingual teacher and in alliance with the regular classroom

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching A '69, p.25
2-cluster teaching
3-shared resource teacher
4-other (specify) .....

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals C p.211
5-consultant psychotherapist or guidance counselor See Xerox 8b
6-other (specify) .....
8-community liaison C p.213
16-regular classroom teachers C p.218

10.1 1,3

10.2 1,4,8,16

10.3 Average number of pupils per class:
0-not specified
pull out small groups--whole class only part of time See Xerox 9b

10.3 0

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 0

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
0-not specified

10.5 0

10.6 Special aide to pupils having most difficulty in learning is given:
A 69, p.25
1-individually
2-in small groups
0-not specified

by:
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1,2,3,5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	.....	.....	.....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X	.....	.....

(See Xerox)

Program is K-4--two lang. used all the way, will move to English unless get bilingual personnel for past grade 4.

11.1 I 3
II .....
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned

11.2 A

pull out small groups--whole class only part of time See Xerox 9b

10.4 Average number of aides or paraprofessionals per class: 10.4 0
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 0
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5

A 69, p.25
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9 a

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	X		

(See Xerox)

11.1 I 3
II
II_1

Program is K-4--two lang. used all the way, will move to English unless get bilingual personnel for past grade 4.

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 A

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13

" if we can get bilingual personnel beyond grade 4, we'll continue bilingual education "
Project Director

(A) (if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

A =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K=14
code: C= N.A. (if no EMT) II
II_1

for each group	C= N.A.	13= Pre-K	14= K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM															
II E DOM															
II_1 E DOM/NEMT															

9a

9a

Question 11.0 14 Final Audit Report

Duration of Bilingual Education

(3) use of the new curricula materials developed in Florida, (4) use of a "Language Experience Approach", and (5) evaluation.

It was suggested by the auditor that the staff spend some time on reviewing and clarifying the present bilingual program that has been implemented and then define the program to be implemented next year. This should help avoid any misunderstandings as to the purpose of Title VII.

Problem

Mrs. Flores, project director, reported that the superintendent of Carpenteria School District is willing to pay for one kindergarten teacher next year but does not want the teacher to be housed in the same school with the grades 1-4. Mrs. Flores feels that the position taken by the superintendent places the project in a real bind for next year and also violates the Title VII guidelines. If the U. S. office should be unwilling to accept this change, then it could result in the loss of valuable progress made last year at Aliso School.

The auditor met with Dr. Carty, superintendent, to discuss the situation. It appears to the auditor that Dr. Carty and the school board have their own interpretation of what bilingualism means and how it can best be implemented in their own district. According to the superintendent and the Board, bilingual programs should be transitional programs for moving Mexican-American children with a dominate Spanish language into the regular English instructional program.

There seems to be legitimate differences as to the type of program that is best for the specific district and the type that the project

of a "Language Experience Approach", and (5) evaluation.

It was suggested by the auditor that the staff spend some time on reviewing and clarifying the present bilingual program that has been implemented and then define the program to be implemented next year. This should help avoid any misunderstandings as to the purpose of Title VII.

Problem

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The auditor met with Dr. Carty, superintendent, to discuss the situation. It appears to the auditor that Dr. Carty and the school board have their own interpretation of what bilingualism means and how it can best be implemented in their own district. According to the superintendent and the Board, bilingual programs should be transitional programs for moving Mexican-American children with a dominate Spanish language into the regular English instructional program.

There seems to be legitimate differences as to the type of program that is best for the specific district and the type that the project is attempting to develop. It is not likely that this could have been avoided by Mrs. Flores. However, in order to try to resolve the situation the auditor made the following suggestion:

1. that Dr. Carty and Mrs. Flores get together and discuss possible alternatives. Both parties were encouraged to implement the project as closely as possible and stay within the Title VII guidelines.

7. REGULAR CLASSROOM TEACHER

a. Brief description of responsibilities and guidance received:

The regular classroom teacher will assist in the achievement of the objectives of the bilingual project and work under the supervision of the target school principal.

b. Principal duties:

(1) Participate in an orientation meeting for the purpose of clarifying the bilingual project objectives, activities and organizational strategies.

(2) Participate, at least once each month during non-teaching time, in an in-service training session conducted by bilingual project staff.

(3) Assist in the selection of students for the bilingual program.

(4) Assist in the diagnosis of student educational needs by making recommendations as to the proper placement of such students or by giving other assistance in the development of the bilingual prescriptive activities.

(5) Cooperate with the bilingual project staff to develop a coordinated educational program for students enrolled in bilingual education.

(6) Assist in the development of the continuation proposal, if requested.

(7) Cooperate with the bilingual project staff to develop a coordinated community, parent advisory council, and parent program.

(8) Allow students enrolled in the bilingual project to attend and participate in instructional activities being given by project personnel in the teachers' classroom or in other classrooms.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM	---	---	---	---	---	---	---	---
II E-DOM - EMT	---	---	---	---	---	---	---	none as yet
III E-DOM/NEMT	---	---	---	---	---	---	---	---

code: 13=College or University (Other professional training) 14=Federal, State, or Private Vocational Job training

11.4 I NS
II
III

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	(4)	5	6	7	8	9	10	11	12
II EMT	---	---	---	---	---		---	---	---	---	---	---	---	---
III N-EMT/E Dom	---	---	---	---	---		---	---	---	---	---	---	---	---

11.5 I 4
II

11.6 Learning in their native language for Non-English dominant students is projected through grade:

C=not specified/Grade 1 2 3 (4) 5 6 7 8 9 10 11 12

11.6 4

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: C=not specified m=math s = science ss = social studies sla=Lang. Arts (Spanish)

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT (*)
Pre K		90		Pre K
K		180	SLA, M, SS	up to 50% NS
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: O = not specified

projected through grade: II ....

code:	00 if no EMT specified	0 not specified	grades 1	2	3	(4)	5	6	7	8	9	10	11	12
II EMT	...	...	...	...	...	...	...	...	...	...	...	...	...	...
IIb N-EMT/E Dom	...	...	...	...	...	...	...	...	...	...	...	...	...	...

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 4

C=not specified/Grade 1 2 3 (4) 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: C=not specified m=math s = science ss = social studies sla=Lang. Arts (Spanish)

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT (*)
Pre K		90		Pre K
1		180	SLA, M, SS	1 up to 50 % NS
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

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11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
PreK				Pre K
1				1 NS
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

(*) organization of classes is on a pull-out multigrade basis of up to ½ day of bilingual instruction and varies among the three districts C 70, p.9

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English EMT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K NS
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 2,3,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

*6-sometimes, i.e., math/lang. is usually entirely in lang. of operation

	through N-EMT	instruction	through N-EMT
Prel.			Pre K NS
1			1
2			2
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 2,3,6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
(2)-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
(3)-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
* (6)-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

*6-sometimes, i.e., math/lang. is usually entirely in lang. of operation

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1,2a

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.
C, p.291

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

1-concurrently with dominant language listening-speaking skills		1		
2-after a specified level of competency achieved in listening-speaking skills in dominant language				
3-a specified period of time after listening-speaking skills in dominant language taught				

13.1 IB NS
IIB

13.2 ALH sequence followed:

1-Listening-speaking proficiency precedes introduction of reading	1	1		
2-Reading is taught concurrently with listening-speaking skills				
3-Learning to read overlaps learning of listening-speaking skills				

13.2 IA NS
IB
IIA
IIB

5-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-II* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
1-concurrently with dominant language listening-speaking skills — 1 — —
2-after a specified level of competency achieved in listening-speaking skills in dominant language — — —
3-a specified period of time after listening-speaking skills in dominant language taught — — —

13.1 IB NS
IIB

13.2 ALI sequence followed:
1-Listening-speaking proficiency precedes introduction of reading — 1 — 1 — — — —
2-Reading is taught concurrently with listening-speaking skills — — — — — — — —
3-Learning to read overlaps learning of listening-speaking skills — — — — — — — —
4-There is some overlap between learning to read and to write — — — — — — — —

13.2 IA NS
IB
IIA
IIB

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking proficiency Final Eval p 43 — X — X — X — X
2-informal assessment by teacher — — — — — — — —

13.3 IA 1
IB 1
IIA 1
IIB 1

13.4 Second language reading skills * are learned:
1-concurrently with learning to read in dominant language — — — —
2-after a specified level of dominant language reading competence achievement — — — —
3-a specified period of time after learning to read in dominant language (e.g. a specific grade) — — — —
4-before learning to read in dominant language — — — —

13.4 IB NS
IIB

* reading in Spanish not measured, only reading in ESL
unclear whether reading is taught in Spanish

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	X	X	X	___	13.5 IA A
1	___	___	___	___	IB A
2	___	___	___	___	IIA A
3	___	___	___	___	IIB O
13.6 Reading readiness is determined by: 1-test of reading readiness 2-informal teacher assessment	X	X	X	X	13.6 IA 1
	___	___	___	___	IB 1
					IIA 1
					IIB 1
13.7 Grade level reading is expected: 1-in first grade	___	___	___	___	13.7 IA NS
2-in second grade	___	___	___	___	IB ___
3-in third grade	___	___	___	___	IIA ___
4-in fourth grade	___	___	___	___	IIB ___
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

Time Line for Title VII Eval. p.15

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB ___

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2 II ___

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.	___	
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X (inf)	___
3-Second language learning is always in-		

C p.307

Xerox

Eval. (Final) p.3 the use of 2nd lang. as a media for teaching one or more subjects in addition to teaching the lang. themselves.

13.6 Reading readiness is determined by:

					13.6
1-test of reading readiness	X	X	X	X	IA 1
2-informal teacher assessment					IB 1
					IIA 1
					IIB 1

Time Line for Title VII
Eval. p.15

13.7 Grade level reading is expected:

					13.7
1-in first grade					IA NS
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB NS IIB

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2 II

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
(2)-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X (inf)	
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

C p.307

Xerox
13 a

Eval. (Final) p.3
the use of 2nd lang. as a media for teaching one or more subjects in addition to teaching the lang. themselves

Question 14.0 13a

PART III - PERFORMANCE OBJECTIVES

A. STUDENT PERFORMANCE OBJECTIVES

COMPONENT NAME
7.0 Develop teaching methods and organizational strategies and carry out Instructional Program

Number of Participants 160 (total number in program)

Grade Level - K - 4

PROGRAM OBJECTIVES
Mathematics

Person Responsible: Bilingual Teacher

Date and frequency of Measurement:
Oct. 1-15 Pre-test
May 15-30 Post-test

Date report due: Nov. 1, 1970 and June 12, 1971

1. Numeration

a. Level A

80% of the students who at the beginning of bilingual instruction could not perform any of the items of Level A, items 1-5, 8-9 will perform that level and items after 9 months of regular classroom instruction and 7 months concurrent bilingual instruction as measured by IPI adapted tests and/or teacher made tests, as applicable.

80% of the students who at the beginning of bilingual instruction could not perform any of the items of Level A, items 6-7 will perform that level and items after 13 months of regular classroom instruction and 10 months concurrent bilingual instruction as measured by IPI adapted tests and/or teacher made tests, as applicable.

(1) Counts orally from 1 to 10.
(2) Reads numerals 1 to 10. Left to right.
(3) Number sequence 1 to 10, number relations, order of number, more/less, greater than/less than.
(4) Identifies, orally, cardinal numbers, concept of set.
(5) Counts orally a set 1 to 10 objects.
(6) Writes numerals from 1 to 10.
(7) Written numbers 10 objects - ordered.

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X		X	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.		X		X
3-Other (specify)				
0-Not specified				

15.0 IA 1
IB 2
IIA 1
IIB 2

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) (Miami Linguistic Readers, Rock kits)

Final Audit Report, p.11 See Xerox 14 d - c

16.1	IA	IB	II	IIB
	1			
2-Basal readers	2	2	2	
3-Dialect readers				
4-Experience charts (stories dictated by children) Language Experience Approach		4	4	

C p.26, Use Individualized Prescribed Instruction Program (IPI)

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA ___ IIA NS

(Please indicate on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified		
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction		

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	___	X	___	X
3-Other (specify)	___	___	___	___
0-Not specified	___	___	___	___

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

Final Audit Report, p.11 See Xerox 14 d - c

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) (Miami Linguistic Readers, Rochkits)	16.1 IA___	IB 1	II___	IIB___
2-Basal readers	2	2	2	___
3-Dialect readers	___	___	___	___
Language Experience Approach 4-Experience charts (stories dictated by children)	___	4	4	___

C p.26, Use Individualized Prescribed Instruction Program (IPI)

16.2 If some reading material is in the child's dialect, indicate how long it is used:

16.2 IA___ II___NS

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate _ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	___	___
1-pattern drills	X	X
2-dialog memorization	X	X
3-choral repetition	X	X
4-songs	X	X
5-programmed instruction	___	___
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips	___	___
8-flannel or magnetic boards	X	X
9-realia, graphic displays	X	X
10-records, tapes	X	X
11-listening centers	X	X
12-multi-media approach	X	X
Experiential :	___	___
13-role playing	X	X
14-puppetry	X	X
15-experience charts	X	X
16-primary typewriter	___	___
17-learning through direct experience with materials e.g. Montessori	___	___
18-activity centers-chosen by child	___	___
19-other (specify)	___	___
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	___	___
22-other (specify)	___	___

Question 16.1

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Materials Selected for Use in the Instructional Program

The Evaluation of the Santa Barbara County Bilingual Project (copy attached) recommends that materials selected for use in the bilingual instructional program "should be coordinated with the materials used in the regular subject curriculum."

Basic materials listed below are those state adopted for use by the regular classroom teachers. In as far as possible, these will be adapted for use in Spanish. Many materials in Spanish are included, where available, as supplementary to the basic materials.

In the area of Language Arts of third and fourth grades, nothing state adopted and used in the regular classroom curriculum is adaptable to Spanish. The materials search is continuing.

LANGUAGE ARTS AND LANGUAGE DEVELOPMENT

BASIC

Kindergarten	Building Basic Pre-Reading Skills Kit A (California State Adopted Series)	Ginn and Co.
Grade One	Ginn Elementary English I,1 Ginn Elementary English I, 2 (California State Adopted Series)	Ginn and Co.
Grade Two	Ginn Elementary English II,1 Ginn Elementary English II,2 (California State Adopted Series)	Ginn and Co.
Grades Three and Four	To be selected (California State Adopted Series (Roberts) is not adaptable)	

SUPPLEMENTARY

Kindergarten	Actividades Para Aprender	Los Angeles City Schools
	ESOL-SESD Guide - Standard English as a Second Language	Foreign Language Innovative Curricular Studies Ann Arbor, Michigan
	ESOL - SESD Guide - Standard Spanish as a Second Language	
Kindergarten Grades One-Two	Bilingual Lessons for the Spanish Speaking	San Diego Schools
Kindergarten, Grade Four	General Library Materials in Spanish	

MATHEMATICS - BASIC TEXTS

Kindergarten	Modern Mathematics Big Book & Teacher's Annotated Edition (California State Adopted Series)	Houghton-Mifflin Company
Grades One-Four	Modern School Mathematics (California State Adopted Series)	Houghton-Mifflin Company

SUPPLEMENTARY TEXTS

Grades One and Two	Programa de Matemática/ Patrones y Estructura	Holt, Rhinehart & Winston
	Matemáticas Para Primer Año de Enseñanza Secundaria	Editorial Patria, S.A., Mexico, D.F.

ENGLISH AS A SECOND LANGUAGE

Kindergarten Grades One-Four	ROCK Kit (H200 of UCLA)	Educational Challenges, Inc.

	Miami Linguistic Readers Levels 1-17	D.C. Heath & Co.

SPANISH AS A SECOND LANGUAGE

Kindergarten- Grade Two	Teaching Spanish in the Grades	Houghton-Mifflin Co.
Grade Three- Grade Four	Primer Curso Segundo Curso	Holt, Rhinehart & Winston

SOCIAL SCIENCES

Basic

Kindergarten Grades One-Four	Course of Study for the Santa Barbara County Schools	

Supplementary

Kindergarten Grades One, Two	Early Childhood Series	Bowmar
Kindergarten Grades One-Four	People in Action Series	Holt, Rhinehart & Winston

16.4 The sources of Non-English materials and textbooks are: 16.4 2,3
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
*3-developed by the project's own bilingual staff Time Line for Title VII Eval, p.8
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify) *3-The resource teacher and the bilingual teachers will continue to adapt/develop materials by translating them into Span. when necessary.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document ~~Final Eval.~~ p.179 See Xerox 15a, b, d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4,6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
"pull-out" system--separated by dom. language; amount of time not specified
n.a. - (no LMT students)

17.2 Students are grouped for language instruction: 17.2 1,3
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

(inf) A'69, p.25

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II 1 Eng dom NEMT
0-not specified			
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____

NS

n.a. - not applicable

9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify) *9-The resource teacher and the bilingual teachers will continue to adapt/develop materials by translating them into Span. when necessary.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document ~~Final Eval.~~ p.179 See Xerox 15a, b, c, d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4,6
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
"pull-out" system--separated by dom. language; amount of time not specified
n.a. - (no LET students)

17.2 Students are grouped for language instruction: (mark all that apply) 17.2 1,3

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	_____	_____
2-small groups (specify size)	_____	_____
3-individual instruction	_____	_____

(inf) A'69, p.25

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age	____	____	____
2-by native language	____	____	____
3-by dominant language	____	____	____
4-by language proficiency (ex. level of reading skill)	____	____	____
n.a. not applicable (no E.dom/NEMT)	____	____	____

NS

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 no
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 2,3,4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

Question 16.5 15a

Get Set Games for Beginning Readers

Mother Goose on the Rio Grande - (to adapt parallel program for Ginn at K-1 level), developed by the project staff

Modern School Mathematics, Houghton Mifflin (partially adapted) - California State series

Social Sciences, Harcourt, Brace Jovanovich, Inc. (partially adapted) - California State series

Elementary English, Ginn (partially adapted) - California State series

Booklet for Teaching ESL - Reyes Villalpando, Santa Barbara City Schools

Aurora - (teacher lesson plans) developed by the project staff

Ternura - (teacher lesson plans) developed by the project staff

Word Bingo for ESL, Spelling, and Reading, developed by the project staff

ESL Flash Cards - developed by project staff

c. Effectiveness of Materials

Bilingual teachers, aides, the resource teacher and the project director evaluated basic materials selected for bilingual instruction using EF #24, "Materials Effectiveness Summary." In January, the project staff rated materials as satisfactory in 84% of the curriculum and grade level categories shown on Table 53, page 180. In May, staff responses rated materials as satisfactory or excellent in 88% of the curriculum and grade level categories. Lowest ratings were received by the Ginn Elementary English Series at Grades K and 1 and the Miami Linguistic Readers Grade K. Highest ratings were received by the ROCK Kits: Teaching English Early at grades K-3 and The Social Sciences:

15b

Concepts and Values at grades K-1. A complete table showing the staff ratings of basic materials follows. Scale for the weighted ratings was prepared by the evaluator.

TABLE 53
STAFF RATINGS OF BASIC MATERIALS
JANUARY AND MAY, 1971

NAMES OF MATERIALS	GRADE LEVELS	JANUARY WEIGHTED RATING	MAY WEIGHTED RATING
Ginn Elementary English Series Ginn & Co.	K	1.5	1.7
	1	1.9	1.6
	2	1.3	2.1
	3	1.1	1.8
	4	1.3	2.0
Miami Linguistic Readers, I-II D. C. Heath & Company	K	2.5	1.2
	1	2.4	2.4
	2	2.6	2.2
	3	2.5	2.3
	4	2.2	1.8
ROCK Kits: Teaching English Early Melton Book Company - (H200)	K	2.8	2.6
	1	2.8	3.0
	2	2.1	2.4
	3	2.2	2.1
	4	2.3	2.1
Modern School Mathematics Houghton Mifflin	K	2.6	2.5
	1	2.6	2.8
	2	2.6	2.2
	3	2.6	2.1
	4	2.6	2.1
The Social Sciences: Concepts and Values Harcourt, Brace Jovanovich, Inc.	K	2.4	2.5
	1	2.3	2.8
	2	2.0	1.8
	3	2.3	2.0
	4	2.1	1.8

Weighted Rating Scale: 1.0 - 1.7 Not Satisfactory
1.8 - 2.3 Satisfactory
2.4 - 3.0 Excellent

18.3 Parent tutoring: (mark all that apply) 18.3 no

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 5

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,3,4,5
0-method not mentioned
(1)-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2)-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
(3)-labeling and discussion of concepts related to time, space, distance, position
(4)-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
(5)-direct experience of processes of science through discovery, using

8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 5

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

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2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

80% of the K and 1st grade students will show cognitive achievement by a raw score growth in pre-reading, pre-math, and lang. indicated by pre and post tests using the Apell Test in Spanish and English.

20.2 Cognitive development in later grades (grade 4 and above)

20.2 0

0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM: 21.0 1,2,3,4,5,6,7

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified Time Line for Title VII
Teacher encourages pupil to verbally express his feelings: Eval. p.19
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2 (inf)

1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-NT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below. (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-NT culture involves (mark all that apply) 23.4 0
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NENT or ENT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-NNT culture involves (mark all that apply) 23.4 0
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNNT or NNT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 no
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 ~~1,3,6,9,10~~. 12,24,13,15.

0-method not specified
no-no provision for informing community
C, p.66 (inf) 1- bilingual newsletter
2- monolingual newsletter
C, p.66 3- ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
C, p.18 6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how 12, class visits
C, p.34 19-Parent Conferences 15-Special School Programs
Time Line 6-District Advisory Council (Title VII: Eval. p.11) C, p.34
C, p.65 21-Home Study Packages
C, p.34 13-Workshops

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,4,5,8

0-type not specified
no-not sought
1-existing community groups working with program
C, p.71 2-bilingual questionnaires
3-community-school staff committees
C, p.18 4-community advisory groups
C, p.34 5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
C, p.18 8-project director personally seeks involvement of community in program. specify how Advisory Council set up to aid project director in operation and planning. C, p.18

See Xerox 19a-f

24.5 The school keeps informed about community interests, events and problems through: 24.5 3 C, p.26

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 5 C, p.34

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how (12-class visits)

C, p.34 (19-Parent Conferences) (15-Special School Programs C, p.34)
Time Line (6-District Advisory Council (Title VII: Eval. p.11))
C, p.45 (21-Home Study Packages)
C, p.34 (13-Workshops)

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 2,4,5,8

0-type not specified
no-not sought
1-existing community groups working with program
C, p.71 (2-bilingual questionnaires)
3-community-school staff committees
C, p.18 (4-community advisory groups)
C, p.34 (5-formal meetins open to the entire community)
6-informal meetings with community groups
7-other (specify)
C, p.18 (8-project director personally seeks involvement of community in program. specify how Advisory Council set up to aid project director in operation and planning. C, p.18)

See Xerox 19a-f

24.5 The school keeps informed about community interests, events and problems through: 24.5 3 C, p.26

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 5 C, p.34

0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)
(5-Special school programs)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,3,6

(1-newspaper articles)
2-radio programs
(3-TV programs)
4-video-tapes
5-films
(6-visitors to observe the program)

4.0 COMMUNITY, DISTRICT ADVISORY COUNCIL, AND PARENT PROGRAMS

4.1 Assign responsibility for planning community, district advisory council, and parent programs.

The resource teacher will have the responsibility for planning the programs for the community, the district advisory council, and the parents. He will be assisted by the community liaisons.

4.2 Plan procedures for community, district advisory council, and parent involvement.

Preparation for these programs will take place in September, with some of the planning being done at the regular staff meetings. Planning procedures will begin with contacts made by the community liaisons through visits within the community and, specifically, with parents. Data thus acquired will be reported to the resource teacher, who, with the advice of the principal and the assistance of a community consultant, will carry out the following steps.

4.2.1 Establish levels of understanding, attitude, and involvement desired.

4.2.2 Determine requirements for achieving these levels.

4.2.3 Establish content and procedures for (a) the community at large, (b) the district advisory council, and (c) the parents of the target children.

4.2.4 Plan and develop home study packages.

This operation will take place for a total of approximately ten days over a three-month period, November, December, and January, so that the materials can be ready for use in the

homes by February 1. A materials consultant will work with the resource teacher, community liaisons, and other project staff as needed to incorporate in the package the input from the project staff, regular classroom teachers, parents and community.

4.2.5 Assign responsibility for conducting community and parent involvement programs.

The community liaison, with the direct assistance of the resource teacher, will be given the responsibility for conducting the community and parent programs. The district advisory council programs will be conducted by the resource teacher, with the assistance of the principal, community liaison and teachers.

Plans for all of these programs will be closely coordinated with the school principal.

4.3 Conduct programs.

4.3.1 The community at large:

(a) Dissemination. Within the entire county two kinds of dissemination will take place for the community at large:

(1) A newsletter will be published two times a year by the director, with the assistance of the community liaisons.

(2) A county-wide dissemination once each two months, supervised by the project director, will employ radio, newspapers and other public media.

Dissemination within each district will be of a continuing

nature, or once a month, implemented by the community liaisons under the direction of the principal, and will cover:

(1) Needs seen by the principal.

(2) Information and needs seen by the bilingual teachers.

(b) Volunteer assistance.

The volunteer program will be the responsibility of the community liaison, with the advice and assistance of the principal.

The liaison will secure the services of a volunteer coordinator, in conjunction with the advisory council (the coordinator may be a member of the advisory council), whose responsibility it will be to formulate and maintain a list of available volunteers and to schedule their participation in project service activities.

All volunteer activities will be developed in conjunction with the regular staff and administration of the school and will be coordinated with regular school activities. Volunteers will be scheduled for service in both the bilingual classrooms and the regular classrooms at the request of the teachers.

4.3.2 District advisory council.

(a) In each school district in which the bilingual program operates, a district advisory council will be developed by the community liaison, with membership as indicated on the organizational chart, page 199. The role of this

Question 24.3 and 24.4 192

Because the evaluation took place early in the planning and field-test year, many of the findings and recommendations of the report were put into immediate effect. The report also served as a basis for planning for the second project year, assisting the project director in avoiding many of the weaknesses in the first year of project operation.

(6) Develop a parent and community involvement program which will create an awareness of the meaning of the bilingual/bicultural program for parents; to establish an advisory committee who will assist in the development of techniques to meet the needs of the target group students.

The parent and community program was begun later than originally planned in the first year proposal, in early December in the Guadalupe district and in January in both the Vista del Mar and Carpinteria districts. The community aides were hired at those times. Meetings for parents and representatives of the community have been held to explain the purpose of the bilingual program, to assist the district project personnel with disseminating the purposes of the program, and to involve parents and community representatives in planning for and improving the second year program. A project advisory council has been established to aid the project director in the operation during the remaining months of the first year and in the planning for next year. The membership of the Project Advisory Council and that of the District Advisory Council are listed on the organizational chart on page 199.

Question 24.3 and 24.4 19e

Social science/culture, Mathematics, and English as a second language). Where appropriate, additional materials will be adapted/developed.

Positive project staff assessment of at least three-fourths of the materials used will be considered as a satisfactory rating.

4.0 Conduct community, district advisory council, and parent programs

The project director and/or her designated representatives will disseminate information about the bilingual educational program and the meaning of bilingual education to the community, advisory council and the parents of target children and will develop programs of parent and community involvement which will support the bilingual project and facilitate its success.

Success of these programs will be measured by:

(1) Attendance of at least one parent of approximately 80% of the students enrolled in the bilingual program at a minimum of two of the following: meetings, workshops, class visits, parent conferences, and special school programs.

(2) Participation of parents and community members of each district in a total of approximately 50 hours of volunteer activities which support and assist the bilingual program.

(3) Results of an interview with a representative sample (50 families) using interview instruments designed to assess the effectiveness of the parent and community program.

(4) Completion of a home-study package evaluation instrument by approximately 75% of the relevant parents.

Question 24.4 19[illegible]

4.6 Evaluate and revise home study packages by parent questionnaires and consultant assistance.

Questionnaires will be given to the parents at the second workshop (March) and will be completed at the meeting, with the assistance of the liaisons, if needed. These will provide an evaluation of the home study package for purposes of revision, which will be done with the assistance of the home study consultant, by the resource teacher and community liaisons.

4.7 Evaluate community, district advisory council, and parent programs by:

(a) Attendance lists kept by the teachers or their aides for special programs, parent conferences, workshops, etc., with 80% of the students having at least one parent present at two or more such activities.

(b) Attendance lists of members of the community at school functions.

(c) A total of 50 hours of volunteer work recorded by the teacher or her aides within each district.

(d) Assessment instruments used in interviews with parents and community members.

25.2 Project's impact: 25.2 NS

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,3,4

0-not mentioned
(1)-published measures
2-staff developed measures
(3)-staff translations of published measures
(4)-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
(3)-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
(3)-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 2
1-A comparison group has been chosen
(2)-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,2
(1)-Pre-tests have been given to project group or sample
2- " will be " "
(3)-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

See xerox 20 a-

For Evaluation forms for PROCESS EVALUATION:
Implementation of program by staff:
teachers, aides, community liaisons

SANTA BARBARA COUNTY BILINGUAL PROJECT

Evaluation Form #3

TEACHER OBSERVATION CHECKLIST

Name of Teacher _____

Name of Observer _____

Date of Observation _____

Length of Observation _____

Instructions: Information is to be completed for each bilingual teacher by project director or the resource teacher and school principal after a minimum of two hours observation of teacher performance in the classroom during November and March.
Mark items as observed if the behavior is observed once.
Incorporate the observations of the two or three observers into one observation checklist for each of the two observation periods.
Submit observation checklists to evaluation secretary by 12/1/70 and 4/1/71.

BEHAVIOR RELATED TO STUDENTS

The teacher:	OBS.	NO. OPP.
1. Administer tests at appropriate times	_____	_____
2. Provides and uses student learning tasks related to diagnosed student needs and project performance objectives	_____	_____
3. Is comfortable/at ease with teaching methods being utilized	_____	_____
4. Is comfortable/at ease with organizational strategy employed in classroom	_____	_____
5. Is thoroughly familiar with teaching materials	_____	_____
6. Uses project recommended materials	_____	_____
7. Assesses and records student progress regularly (at least once each _____)	_____	_____
8. Provides well defined learning tasks for each student	_____	_____
9. Speaks in both Spanish and English during instructional program	_____	_____
10. Accepts feelings of students in a non-threatening manner	_____	_____

(274)

Evaluation Form #6 (Continued)

26. By grade level list the percent of time Spanish being used as the language for classroom instruction:

GRADE LEVEL	MONTH							
	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY
K								
1								
2								
3								
4								

27. On the average, what percentage of bilingual classroom instruction is devoted to Mexican history/culture?

GRADE LEVEL	% MEXICAN HISTORY/CULTURE
Kindergarten	_____
First Grade	_____
Second Grade	_____
Third Grade	_____
Fourth Grade	_____

28. Were materials/tests received in sufficient time for use at the appropriate times?

___ YES ___ NO

If NO, what were the discrepancies?

_____

_____

29. Is there an up-to-date inventory of all project materials and equipment currently in your school?

___ YES ___ NO

If NO, when and how will materials be inventoried?

_____

30. Who has the responsibility for keeping the project inventory in your school?

_____ Name _____ Position

Evaluation Form #3 (Continued)

	OBS.	NO. OPP.
11. Praises or encourages appropriate student	_____	_____
12. Accepts or uses student ideas (clarifies, builds, or develops ideas suggested by student)	_____	_____
13. Asks questions with the intent of encouraging student dialogue (asks broad questions requiring more than "yes" or "no" answers	_____	_____

BEHAVIOR RELATED TO CLASSROOM AIDES

1. Provides for and keeps records of planned student activities to be carried out by the aide and materials to be developed	_____	_____
2. Provides on the job training for the aide by observing the aide in the instructional situation and discussing student learning and the extent of student progress	_____	_____
3. Accepts and uses suggestions and recommendations of the aide	_____	_____
4. Asks questions of the aide to determine understanding of content or procedure	_____	_____

ADDITIONAL COMMENTS OF OBSERVER:

1. In-service training needed in areas of:

_____

_____

_____

2. Supervision/administrative meetings needed in areas of:

_____

_____

_____

3. Other comments:

_____

_____

SANTA BARBARA COUNTY BILINGUAL PROJECT

Evaluation Form #4

CLASSROOM AIDE OBSERVATION CHECKLIST

Name of Classroom Aide _____

Name of Observer _____

Date of Observation _____

Length of Observation _____

Instructions: Information is to be completed for each classroom aide by project director, and/or resource teacher, and school principal after a minimum of two hours observation of classroom aide performance in the classroom during November and March. Mark items as observed if the behavior is observed once. Incorporate the observations of the two or three observers into one observation checklist for each of the two observation periods. Submit observation checklists to evaluation secretary by 12/1/70 and 4/1/71.

BEHAVIOR RELATED TO STUDENTS

The Classroom Aide:	OBS.	NO. OPP.
1. Assists teacher in administration of tests	_____	_____
2. Uses student learning tasks related to diagnosed student needs and project performance objectives	_____	_____
3. Is comfortable/at ease with teaching methods being utilized	_____	_____
4. Is comfortable/at ease with organizational strategy employed in the classroom	_____	_____
5. Is thoroughly familiar with teaching materials	_____	_____
6. Uses project recommended materials	_____	_____
7. Keeps written records of student progress related to project student performance objectives and diagnosed needs	_____	_____
8. Uses well-defined tasks for each student	_____	_____
9. Speaks in both Spanish and English during instructional program	_____	_____
10. Accepts feelings of students in a non-threatening manner	_____	_____
11. Praises or encourages appropriate student action or behavior (nods head, "go on," etc.)	_____	_____

Evaluation Form #4 (Continued)

	OBS.	NO. OPP.
12. Accepts or uses student ideas (clarifies, builds, or develops ideas suggested by student)	_____	_____
13. Asks questions with the intent of encouraging student dialogue (asks broad questions requiring more than "yes" or "no" answers)	_____	_____

BEHAVIOR RELATED TO BILINGUAL TEACHER

1. Prepares student materials as requested by bilingual teacher	_____	_____
2. Encourages on the job supervision from the bilingual teacher	_____	_____
3. Accepts and uses suggestions and recommendations of the teacher	_____	_____
4. Asks questions of the bilingual teacher to increase understanding of content or procedure	_____	_____

ADDITIONAL COMMENTS OF THE OBSERVER:

1. In-service training needed in areas of:

_____

_____

_____

2. Supervision/administrative meeting needed in areas of:

_____

_____

_____

3. Other comment:

_____

_____

_____

_____

SANTA BARBARA COUNTY BILINGUAL PROJECT

Evaluation Form #5

COMMUNITY LIAISON OBSERVATION CHECKLIST

Name of Community Liaison _____

Name of Observer _____

Date of Observation _____

Length of Observation _____

Instructions: Information to be completed by project director, and/or resource teacher, and/or school principal after a minimum of two hours observation of community liaison performance on the job.

Complete the checklist after observing the community liaison during Nov. and March.
Mark items as observed if the behavior is observed more than once.
Incorporate the observations of the two or three observers into one observation checklist for each of the two observation periods.
Submit observation checklist to evaluation secretary by 12/1/70 and 4/1/71.

BEHAVIOR RELATED TO PARENTS

The community liaison:	OBS.	NO OPP.
1. Plans and conducts at least one workshop for parents	_____	_____
2. Discusses the goals of bilingual program with parents	_____	_____
3. Discusses bilingual program student activities with parents	_____	_____
4. Holds district advisory council meeting	_____	_____
5. Encourages parent visits to school activities	_____	_____
6. Speaks in Spanish and/or English to parents as necessary	_____	_____
7. Demonstrates friendliness and understanding toward parents and students	_____	_____
8. Exhibits interest in parents and students	_____	_____
9. Recommends community services as needed by the family	_____	_____
10. Encourages parent participation in school volunteer activities	_____	_____
11. Keeps records of parent and community participation	_____	_____

20 f

Evaluation Form #5 (Continued)

BEHAVIOR RELATED TO PROJECT AND SCHOOL STAFF

	OBS.	NO OPP.
1. Works cooperatively with project staff members to plan and develop parent and community program	_____	_____
2. Assist project and school staff by discussing relevant information needed to plan an effective instructional program	_____	_____
3. Works cooperatively with school principal to develop parent program	_____	_____
4. Asks for help when needed	_____	_____
5. Accepts and uses suggestions and recommendations of the project director	_____	_____

ADDITIONAL COMMENTS OF THE OBSERVER:

_____

_____

_____

_____

_____

_____

_____

_____

_____

SANTA BARBARA COUNTY BILINGUAL PROJECT

Evaluation Form #6

INSTRUCTIONAL QUESTIONNAIRE FOR BILINGUAL TEACHERS

Date Completed _____

School _____

Teacher's Name _____

Instructions: Bilingual Teacher: Complete the following questions during the first two weeks of January and May. Return the questionnaire by mail to the project director by 1/15/71 and 5/15/71.
Answer questions for your classroom only.

INSTRUCTIONAL PROGRAM

1. Total number of students:

   _____ Pre-Tested _____ Post-Tested

2. Total number of students enrolled as of 12/1/71 and average minutes of instruction per week:

GRADE LEVEL	AVERAGE MINUTES OF WEEKLY BILINGUAL INSTRUCTION	NO. GIRLS	NO. BOYS	NO. TOTAL STUDENTS
Kindergarten	_____	_____	_____	_____
First Grade	_____	_____	_____	_____
Second Grade	_____	_____	_____	_____
Third Grade	_____	_____	_____	_____
Fourth Grade	_____	_____	_____	_____

3. Have you diagnosed the educational needs of each child and developed a prescriptive program for him/her?

   ____ Yes ____ No

Evaluation Form #6 (Continued)

20 h

4. How often, on the average, do you assess student progress and update the prescription for each child (move to a higher level objective)?

	Daily	Twice a Week	Once a Week	Each 2 Weeks	Each 3 Weeks
in language arts/ dominant language					
in language arts/ second language					
in mathematics					
in social science					
in ESL					

5. List the methods and materials most frequently used to assess student progress:

SUBJECT AREA	METHOD USED FOR ASSESSMENT	MATERIALS USED FOR ASSESSMENT
in language arts/ dominant language		
in language arts/ second language		
in mathematics		
in social science		
in ESL		

Evaluation Form #6 (Continued)

6. How many children are receiving instruction in each of the following project areas? How much time in minutes per week is being spent in each subject area?

GRADE LEVEL	LANGUAGE ARTS/DOMINANT LANGUAGE		LANGUAGE ARTS/SECOND LANGUAGE	
	No. Of Children	Minutes Per Week	No. Of Children	Minutes Per Week
Kindergarten	____	____	____	____
First Grade	____	____	____	____
Second Grade	____	____	____	____
Third Grade	____	____	____	____
Fourth Grade	____	____	____	____

GRADE LEVEL	MATHEMATICS		SOCIAL SCIENCE		ESL	
	No. Of Children	Minutes Per Week	No. Of Children	Minutes Per Week	No. Of Children	Minutes Per Week
Kindergarten	____	____	____	____	____	____
First Grade	____	____	____	____	____	____
Second Grade	____	____	____	____	____	____
Third Grade	____	____	____	____	____	____
Fourth Grade	____	____	____	____	____	____

7. How often do you meet with classroom aides for planning student activities?

___ Daily ___ More than once a week ___ Once a week ___ Once each two weeks

___ Once each three weeks ___Once a month

8. How long on the average are the planning periods with the classroom aides?

___ 15 minutes ___30 minutes ___45 minutes ___ one hour ___longer than an hour

9. List briefly the content of planning sessions which you have with the classroom aide:

_____

_____

_____

Evaluation Form # 6 (Continued)

10. How successful and helpful do you feel the planning sessions are?

_____

11. How often do you spend time in the classroom observing and assisting the classroom aide?

___ Once a day ___ Once a week ___ Twice a week Other: _____

12. How long is the average observation period in which you assist the classroom aide?

___ 10 minutes ___ 20 minutes ___ half hour

13. How often (on the average) do you meet with the students regular classroom teacher to plan prescriptive activities and develop coordinated teaching plans?

___ More than once a week ___ Once a week ___ Once each two weeks

___ Once each three weeks ___ Once a month

14. List briefly the content of these planning sessions with the regular classroom teacher:

_____

_____

_____

15. How successful and helpful do you feel these planning sessions are?

_____

16. How often do you observe the regular classroom program to better coordinate bilingual and regular classroom activities?

___ Once a week ___ Once each two weeks ___ Once each three weeks

___ Once a month ___ Not at all

17. How long are your average periods of observations of the regular classroom program?

___ 10 minutes ___ 20 minutes ___ half hour ___ 45 minutes

18. How often do you meet with the community liaison to assist in the coordination of the school-home program?

___ More than once a week ___ Once a week ___ Once each two weeks

___ Once each three weeks ___ Once a month

Evaluation Form #6 (Continued)

19. How often have you changed the organizational strategy established on October 1, 1970?

___ No change ___ Once ___ Twice ___ More than two times

20. Describe the nature of the changes in the organizational strategy and the reason the changes were needed:

_____

_____

_____

_____

21. How often does the resource teacher or the project director meet with you for planning?

___ Once a week ___ Once each two weeks ___ Once each month

___ Less than once a month

22. How long is your average planning period with the resource teacher or project director?

___ 10 minutes ___ 20 minutes ___ half hour ___ 45 minutes

23. How successful and helpful do you feel these planning sessions are?

_____

_____

_____

24. How often does the resource teacher or the project director observe students in your classroom?

___ Once a week ___ Once each two weeks ___ Once a month ___ Less than once a month

25. How long on the average does the resource teacher or the project director observe in your classroom?

___ 10 minutes ___ 20 minutes ___ half hour ___ 45 minutes